



Clark County School District

# Tyrone Thompson Elementary School

## 2021-2022 School Performance Plan: A Roadmap to Success

*Tyrone Thompson Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Mr. Robert Hinchliffe for more information.*

**Principal:** Robert Hinchliffe  
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**Phone:** 702-799-2510

**School Designations:**  Title I  CSI  TSI  TSI/ATSI



# School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	588	0.85%	14.80%	27.55%	7.99%	31.80%	1.53%	15.48%	13.61%	6.29%	N/A
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

\*Source: nevadareportcard.nv.gov

\*\*Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	N/A	N/A	N/A
District*	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

## School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Robert Hinchliffe	<b>Principal(s)</b> <i>(required)</i>
None	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
<a href="#">Sarah Dlouhy [Thompson, Tyrone ES]</a> <a href="#">Tracey Joffe [Thompson, Tyrone ES]</a> <a href="#">Angelica Brown [Thompson, Tyrone ES]</a>	<b>Teacher(s)</b> <i>(required)</i>
<a href="#">Gina Antill [Thompson, Tyrone ES]</a>	<b>Paraprofessional(s)</b> <i>(required)</i>
<a href="#">Andrea Roach [Thompson, Tyrone ES]</a>	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>*Add rows as needed</i>	





## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partners.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Meet and Greet	Aug 5, 2021	1000	Community is excited to be a part of the school.
House of Tenacity Night	September 30, 2021	500	Individual groups love being a part of a team competing against other "houses".
<i>House of Positivity Night</i>	Nov 9, 2021	200	Daylight Savings Time can affect community events, but the "house" was still happy to engage in school activities.



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	ISBAC data: Math 44%, ELA 66%	Panorama: Sense of Belonging is 70% (above CCSD average) and is in the 90th percentile.	100% of Students have access to text via "textbook fund" from opening a new school, via the new library, via myon.org
<b>Problem Statement</b>	Opening a new school during the pandemic did not assist in the creation of a team or cohesiveness. Therefore, students and teachers are learning the environment, expectations, vocabulary, strategies, and processes expected by administration in a new school.		
<b>Critical Root Causes</b>	<p><b>Root Causes:</b> Lack of cohesiveness with a new staff and people learning to be a grade level team.</p> <p>Lack of understanding the school vision and expectations for instruction from administration regarding math due to being a new school and new teams.</p>		

### Part B

Student Success	
<p><b>School Goal:</b> Increase the percent of all students proficient in math from 44% to 54% by 202, as measured by state summative assessments (SBAC).</p>	<p><b>Aligned to Nevada's STIP Goal:</b> Goal 1: Transparency. In order to improve, we need to access data in many forms, analyze it, reflect, and grow from it as a team. That requires transparency.</p>
<p><b>Improvement Strategy:</b> The main strategy we are using is professional development. We have book talks, PLCs, observation and feedback, as use of data.</p>	



<b>Evidence Level 1</b>
<b>Intended Outcomes:</b> <i>The intended outcomes are for staff to use professional development and data to improve their knowledge of teaching math.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Professional Development during Staff Development Days</i></li><li>● <i>Use of parts of enVisions</i></li><li>● <i>Book talks (namely “Guided Math Amped”)</i></li><li>● <i>Use of Map and Star Math and their continuums</i></li></ul>
<b>Resources Needed:</b> <i>Insert during Event 5</i> <ul style="list-style-type: none"><li>● <b>STAR Math</b></li><li>● <b>MAP</b></li><li>● <b>Envisions</b></li><li>● <b>Guided Math Amped Books</b></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Buy in to expectations of administration from staff</i></li><li>● <i>Buy in to teams and grade level PLCs</i></li><li>● <i>Buy in to enVisions\</i></li><li>● <i>Buy in to the transparency of data (MAP and STAR)</i></li></ul>
<b>Improvement Strategy:</b> <i>We only have one strategy at this time</i>
<b>Intended Outcomes:</b> <i>N/A</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>●</li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>●</li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>●</li></ul>
<b>Equity Supports.</b> <i>What, specifically, will we do to support the following student groups around this goal? Professional development, as</i>



stated above, effects all learners. Through the use of data and professional development, we will meet the needs of all students. One expectation of administration is to “not slow the high kids down”. Teachers are trained to pull groups for interventions, but not trained to differentiate for high students. We are working on this as well through PD.

English Learners:

Foster/Homeless:

Free and Reduced Lunch:

Migrant:

Racial/Ethnic Minorities:

Students with IEPs:

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>Insert after Event 3</i>	<i>Insert after Event 3</i>	<i>Insert after Event 3</i>
<b>Problem Statement</b>	<i>Insert after Event 3</i>		
<b>Critical Root Causes</b>	<i>Insert after Event 4</i>		

### Part B

Adult Learning Culture
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<b>School Goal:</b> <i>Insert after Event 3</i>	<b>STIP Connection:</b> <i>Insert after Event 3</i>
<b>Improvement Strategy:</b> <i>Insert after Event 4</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
<b>Intended Outcomes:</b> <i>Insert after Event 4</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Insert during Event 5</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Insert during Event 5</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Insert during Event 5</i></li></ul>	
<b>Improvement Strategy:</b> <i>Insert after Event 4</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
<b>Intended Outcomes:</b> <i>Insert after Event 4</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Insert during Event 5</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Insert during Event 5</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Insert during Event 5</i></li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	
English Learners:	
Foster/Homeless:	



Free and Reduced Lunch:

Migrant:

Racial/Ethnic Minorities:

Students with IEPs:



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Panorama</i>	?????	<i>Insert after Event 3</i>
<b>Problem Statement</b>	<i>Insert after Event 3</i>		
<b>Critical Root Causes</b>	<i>Pandemic - Distance Learning</i>		

### Part B

Connectedness	
<b>School Goal:</b> <i>Insert after Event 3</i>	<b>STIP Connection:</b> <i>Insert after Event 3</i>
<b>Improvement Strategy:</b> <i>Insert after Event 4</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
<b>Intended Outcomes:</b> <i>Insert after Event 4</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● <i>Insert during Event 5</i></li> </ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● <i>Insert during Event 5</i></li> </ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"> <li>● <i>Insert during Event 5</i></li> </ul>	



<b>Improvement Strategy:</b> <i>Insert after Event 4</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
<b>Intended Outcomes:</b> <i>Insert after Event 4</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Insert during Event 5</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Insert during Event 5</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Insert during Event 5</i></li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
English Learners:  Foster/Homeless:  Free and Reduced Lunch:  Migrant:  Racial/Ethnic Minorities:  Students with IEPs:



## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>General Fund</i>	<i>Insert during Event 5</i>	<i>To fund the school programs</i>	<i>Inquire Area 1,2,3</i>